

DATA SHARING & PUBLICATION

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

1. What is the level of demand on your campus for this service?

- a.** St John's / St Ben's taskforce to investigate, not currently meeting often, but just got request to help with a DMP.
- b.** Rollins College -- not enough demand to warrant a service
 - i. Why isn't there a liberal arts version of DataVerse?
- c.** Carleton -- on the grant end, some, lead by Grants Officer plus data librarian and data academic technologist. On the personal/collaborative project level, more. Especially "how to have my student workers be organized?"

2. With whom could you partner to better support this service?

- a.** Could there be a similar collaboration that's going on with Lever Press for Dataverse? Don't want to have to replicate a service from the ground up but with fewer resources
- b.** Professional networks could help with the challenge of working at places where everyone wears multiple hats - not dedicated to this particular piece of the job.

QUALITATIVE DATA SUPPORT

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

First let's define terms! What is Qualitative Data Support?

Big data vs. tiny data

Helping ppl where to store & how to use:

- semi-structured interviews
- ethnographic research
- annotated images

How to capture anything that isn't quantitative?

Blurred lines between data support & media support

Transana - open source

Scripto omeka plugin

Discourse analysis

- 1. What is the level of demand on your campus for this service?**
- 2. With whom could you partner to better support this service?**

Fellow faculty members tend to support this work
Students graduate; faculty members leave - documentation &
interoperability are key

Teaching and Learning Centers

- 3. What training would you and your colleagues need to address these needs?**
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?**
- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**

DATA CLEANING & WRANGLING

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

- 1. What is the level of demand on your campus for this service?**
 - a. Some, from Environmental Science - transcribed data that needs to be cleaned**
- 2. With whom could you partner to better support this service?**
 - a. Computer Science**
- 3. What training would you and your colleagues need to address these needs?**
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?**
- 5. What are the most important elements to support with this service?**

- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**
 - a. Filemaker Pro**

MAPPING & GIS

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

- 1. What is the level of demand on your campus for this service?**
 - a. Carleton -- growing from the environmental studies beginning to be campus-wide
 - b. Middlebury -- also growing and spreading. Important to select appropriate method of making a map.
 - c. Prof says "I need Neatline" to analyze a place-based poem.
 - d. Across the board -- demand for GIS support with uncertain support infrastructure
- 2. With whom could you partner to better support this service?**
 - a. Discussed how "The GIS Person" on our colleges are getting overloaded, may be embedded in a particular department, etc.
 - b. Language departments
- 3. What training would you and your colleagues need to address these needs?**
 - a. ArcGIS plus other mapping software (like MapBox, and maybe Tableau)
 - b. Where to find geospatial data
 - c. Develop geospatial data literacy in general
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?

- 5. What are the most important elements to support with this service?**
 - a. Geographic/mapping literacy
- 6. What institutional and structural changes may be required to better facilitate this service?**
 - a. Support beyond the Geology dept. Or other embedded "GIS person"
 - b. Support for platforms beyond ArcGIS
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
 - a. training/advice from peers
 - b. Workshops with relatively co-located peer institutions
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**
 - a. Mapbox
 - b. CartoDB

TEXT ANALYSIS & ENCODING

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

1. What is the level of demand on your campus for this service?

When there is no existing demand? Or only small amount? Are we trying to create demand?

Close reading through encoding - digital frontiers in american literature
(Southwestern Univ.)

Tools mentioned:

Voyant

[Bookworm](#) (Hathitrust) /

Python and R

2. With whom could you partner to better support this service?

3. What training would you and your colleagues need to address these needs?

More background in tools like Voyant--what are their biases? / problems?
The danger of advising faculty on tools when you "don't know what you don't know"

4. How would this service support students? Faculty? Staff?

a. Does this look different among different divisions or departments?

- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**

METADATA & README FILES

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

- 1. What is the level of demand on your campus for this service?**
- 2. With whom could you partner to better support this service?**
- 3. What training would you and your colleagues need to address these needs?**
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?**
- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**

DATA VISUALIZATION

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

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- 2. With whom could you partner to better support this service?**
- 3. What training would you and your colleagues need to address these needs?**
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?**
- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
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- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**

DATA INSIDE THE LIBRARY

Questions + Notes

In your group, address the following questions, *as well as any others of interest*:

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- 2. With whom could you partner to better support this service?**
- 3. What training would you and your colleagues need to address these needs?**
- 4. How would this service support students? Faculty? Staff?**
 - a. Does this look different among different divisions or departments?**
- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**

- 3. What training would you and your colleagues need to address these needs?**
 - a. Train the trainer -- liaison librarians can do a lot of this and capitalize on their relationships with faculty
- 4. How would this service support students? Faculty? Staff? Does this look different among different divisions or departments?**
 - a. Overlapping conversations: formal grant-driven DMP requirements vs "I need to be more organized" other non-grant projects.
 - b.
- 5. What are the most important elements to support with this service?**
- 6. What institutional and structural changes may be required to better facilitate this service?**
- 7. What opportunities, if any, exist for inter-institutional collaboration around this service?**
- 8. Are there any resources your group would recommend to others related to this topic? Add them to the doc!**
- 9. [additional question] What's currently available to publish and share?**
 - a. Server/networked storage space
 - b. Content management system
 - c. Disciplinary repositories
- 10. [observations]**
 - a. Rather than talk about "compliance" with grant requirements, talk about "best practices."
 - b. IRB language is quite punitive, and perhaps because that group has lead a lot of this work perhaps the punitive language has spread into DMP world
 - c. Amount and method of recommending disciplinary repositories